

**ASSESSMENT OF LEARNER-CENTERED INSTRUCTION AT UPPER PRIMARY
SCHOOLS OF OROMIA SPECIAL ZONE**

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COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES

NOVEMBER, 2019

JIMMA, ETHIOPIA.

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**A THESIS SUBMITTED TO THE COLLEGE OF EDUCATION
AND BEHAVIORAL SCIENCES OF JIMMA UNIVERISTY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR DEGREE OF MASTER
OF ARTS IN CURRICULUM AND INSTRUCTION**

**JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCES
DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM
STUDIES**

**OCTOBER, 2019
JIMMA, ETHIOPIA**

DECLARATION

The researcher hereby declares that the thesis on the title “**assessment of learner-centered instruction at upper primary schools of Oromia special zone**” is his original work and all sources that have been referred to and quotes have been fully indicated and acknowledged with references.

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This is to certify that the thesis prepared by Getachew Gemechu with topic: - **“assessment of learner-centered instruction at upper primary schools of Oromia special zone”** and submitted to in partial fulfillment of the requirements for the Degree of Masters of Arts in Curriculum and Instruction compiles with the regulations of the university and meets the accepted standards with respect to originality and quality.

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ACKNOWLEDGEMENTS

I would like to express my gratitude to all those who supported me with their opinion and encouraged me to succeed in the development and completion of this thesis. First and for most I want to glorify God for helping me to step up to current position. Secondly, my deepest thank goes to my advisor; Ato Worku Fante who gave me invaluable comments, suggestions and unreserved guidance in the overall development of this paper.

My heartfelt appreciation also goes to school principals of sample schools who helped me in coordinating teachers and students to collect the necessary data.

Furthermore, my admiration goes to my wife Shaggayitu Gute, for giving me high moral and taking all household routine activities and caring for children while I work on the thesis.

Lastly, I would like to thank my friends Reta Begna and Petros Ofgaha for their friendly advice to make me concentrate on the study till compilation.

Table of contents

Content	Page
ACKNOWLEDGEMENTS	i
Table of contents	ii
ACRONYMS AND ABBREVIATIONS	v
ABSTRACT	1
CHAPTER ONE.....	2
INTRODUCTION.....	2
1.1. Background of the Study.....	2
1.2. Statement of the Problem.....	5
1.3 Basic Research Questions	7
1.4. Objective of the Study	7
1.4.1 General Objective of the Study	7
1.4.2. Specific objectives	7
1.5 Significance of the Study	7
1.6. Delimitation of the Study	8
1.7 Limitation of the Study	9
1.8 Operational Definitions of Terms	9
1.9. Organizational of the Study.....	9
CHAPTER TWO.....	10
REVIEW OF RELATED LITERATURE.....	10
2. 1 Introduction	10
2.2 Concepts and Theories of Learning	10
2.2.1 Concepts of Learning.....	10
2.2. 2 Models of Learning	11
2.2.3 Theories of Learning	11
2.3 Teaching and Instruction.....	14
2.4 Models of Teaching/Instruction	14
2.4.1 The Inductive model.....	15

2.4.2 The concept-attainment model	15
2.4.3 The Integrative model.....	15
2.4.4 The inquiry model.....	16
2.4.5 The co-operative model	16
2.4.6 The discovery Learning Model.....	16
2.4.7 The Traditional Teaching Methods	17
2.4.8 Teacher-centered Teaching practice of instruction	19
2.4.9 Student-Centered Instruction.....	21
2.5. Theoretical supports underlying the Learner-centered Education	21
2.6. Principles of student-centered Instruction.....	22
2.7. Classroom Management Strategies in a Learner-centered instruction.....	23
CHAPTER THREE.....	25
RESEARCH DESIGN AND METHODOLOGY	25
3.1 Description of the study area.....	25
3.2. Research Design.....	26
3.3 Research Method	26
3.3 Population of the Study.....	26
3.3. Sample Size and Sampling Techniques	26
3.4. Data Collecting Instruments.....	28
3.4.1 The Questionnaire	28
3.4.2. Interview.....	29
3.5 Reliability and Validity	29
3.6 Data Collection Procedure	30
3.7. Method of Data Analysis	30
3.8 Ethical Considerations.....	30
CHAPTER FOUR.....	32
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	32
4.1 General Background of Respondents	32
4.2 Extent of teachers' practice of learner centered instruction.....	33
4.4 Major Activities that Students do During Instruction.	37
4.5 The challenges that students face during learning	38

CHAPTER FIVE.....	41
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	41
5.1 SUMMARY	41
5.2 CONCLUSION	44
5.3. RECOMMENDATIONS	46
REFERENCE.....	48
APPENDIX A: QUESTIONNAIRE FOR TEACHERS	53
APPENDIX B: INTERVIEW FOR TEACHERS	55
APPENDIX C: QUESTIONNAIRE FOR STUDENTS	56
APPENDIX D: INTERVIEW FOR STUDENTS	58

LIST OF TABLES

Table 3.1. The populations and sample	28
Table 3.2: Reliability of Items in Questionnaire.....	30
Table 4. 1: Characteristic of the respondents.....	32
Table 4.2: Teaching learning practice.....	33
Table 4.3: Challenges that teachers face in implementing learner centered instruction.....	35
Table 4.4 : Descriptive analysis of major activities that students do during Instruction.....	37
Table 4.5: Challenges that Students Face During Instruction.....	39

ACRONYMS AND ABBREVIATIONS

LC- Learner-centered

MOE – Ministry of Education

NGO - Non Governmental Organizations

SPSS – Statistical Package of Social Science

UNESCO- United Nation Education and Scientific Cultural Organization

WHO- World Health Organization

ABSTRACT

The main objective of the study was to explore the practices of learner-centered instruction in Oromia Special Zone Surrounding Finfine through quantitative method using descriptive survey design. Eight secondary schools, 381 students, 92 teachers selected using simple random sampling were included in the study. About 41 self developed questionnaire items were employed to collect quantitative data while interview were used to substantiate the findings. Analysis was made using frequency, percentage, mean and standard deviation. Findings indicate that, the level of practice of learner- centered instruction is below average; students are not participating in learner-centered instruction to the required level; lack of family support, lack of coordination among teachers and learners, lack of motivation by teachers, frequent absenteeism, uncomfortable class room situations are among the major challenges. It is recommended that school principals need to assess and improve level of learner-centered instruction, teachers should commit themselves fully, Oromia region should provide training and improve facilities including revising text books.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

School systems are the bases for the production and provision of qualified human resources for a country. Schools are in charge of achieving educational objectives to shape pupils in accordance with the needs and interest of society. It is generally believed that a society's future depends on the success of schools in effectively carrying out their objectives. In order to accomplish their purpose, schools need to deliver learning through effective teaching to determine outcomes, quality and quantity of students (Tigist, 2018). However, this cannot be attained without effective instructional process which provides critical focus on learner centered instruction.

The philosophy of the concept of learner-centered instruction is not new (Norman & Spohrer, 1996). One can trace its roots back to Plato and Aristotle's ideas in which they claimed that true knowledge is within each individual and the process of learning consists of discovering that which is within each individual (Al-Maktri, 2002). This concept also has been credited as early as 1905 to Hayward and in 1956 to Dewey's work (O'Sullivan, 2003). Arab philosophers share this; Khalil Jubran, for example, sees that knowledge is within each learner, and what is needed is only a skillful teacher to dig that knowledge out (Hidden curriculum, 2014). However, as an instruction to teaching and learning, one can trace it to the writings of Dewey and Paiget and more recently to Malcolm (Wikipedia, 2015). The shift of emphasis from the teacher to that on the learner in practice took place in the 1970s onwards.

Learner- centered instruction places the emphasis on the person who is doing the learning (Weimer, 2002). Learning-centered instruction focuses on the process of learning. Both phrases identify their critical role of teaching in the learning process. The phrase learner- centered learning is also used, but some instructors do not like it because it appears to have a consumer focus, seems to encourage students to be more empowered, and appears to take the teacher out of the critical role (Blumberg, 2004).

Learner-centered instruction has some connections with the social constructivist view, which emphasizes activity and the importance of communities of practice in the learning process

(Weimer, 2013). Although learner-centered instruction is well supported in education, traditional teacher-centered education is still dominant. As Weimer stated, this preference might be resulted from the lack of interest on the part of teachers to share their power or position.

Teachers, when using the learner-Centered instruction can guide learners in acquiring new knowledge and skills as they facilitate the learning process through the use of various learner-centered activities (National Institute for Educational Development, 1999). This requires teachers to select activities appropriately so that they emphasized a variety of skills including problem-solving skills. Consequently, students will be able to practice decision-making skills and be flexible in choosing methods that will make the learning experience more relevant and meaningful.

learner-centered instruction methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges.

Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching. learner-centered instruction s have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term preservation, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills.

Both Cheng and Warren (2000) and the National Institute for Educational Development (1999) argue that there is an increased emphasis on group learning as a reaction to societal changes, including a new emphasis on teamwork in the business area. Group learning is believed to lead to academic and cognitive benefits, promote students' learning and achievement, increase the development of critical thinking skills and encourage discussion and communication skills. It allows learners of different abilities to work together and promotes greater transfer of learning.

Group learning aids in the development of social skills like communication, presentation, problem solving, leadership, delegation and organization, and develops interpersonal intelligence (Gardner, 1983).

The ability to reflect on and regulate one's thoughts and behaviors is an essential aspect of learning. Successful students are actively involved in their own learning, monitor their thinking, think about their learning, and assume responsibility for their own learning (Lambert & McCombs, 2000) Personal involvement, basic motivation, personal commitment, confidence in one's abilities to succeed, and a perception of control over learning lead to more learning and higher achievement in school. (Alexander & Murphy, 2000)

In other words, the learners will learn only when they are ready. So as to realize this, teachers should act as a guide, facilitator, and stimulator. And students should not be considered as empty vessels to be filled with knowledge and information by teachers. Rather, they are human beings who are as able as teachers themselves are and who can take responsibility of their own learning. This way, the paradigm started to shift away from an emphasis on teaching to an emphasis on learning which means a shift of power from teachers to learners (AL-Huneidi&Schreurs, 2013).The theoretical framework relates to the constructivist view of learning in the importance it places on learner' discovery and independence and on classroom activities.

Besides, according to Weimer (2013), there is the relationship between learner and content at the corner of this constructivists' view. As described by Weimer (ibid), constructivists' view emphasizes learners' enthusiastically constructing their own knowledge rather than passively receiving information transmitted to them from teachers and textbooks. From a constructivist perspective, knowledge cannot simply be given to learners: learners must construct their own meanings. In a learner-centered paradigm, knowledge is constructed by students through gathering and synthesizing information and integrating such information with skills such as inquiry, communication, and critical and creative thinking (Huba & Freed, 2000).

To understand learner-centered instruction, it is necessary to begin with the teacher-centered instruction which is closely related to the behaviorist tradition. Teacher-centered instruction

assumes that learners are passive and they become active by reacting to stimuli in the environment. Therefore, the teacher's role is to create an environment which stimulates the desired behavior and discourages those that are believed to be undesirable. This role makes the teacher the focus of attention. On the contrary, the learner-centered instruction assumes that learners are active and have unlimited potential for individual development.

1.2. Statement of the Problem

Though many efforts have been done by government, the instruction in most Ethiopian schools seems to be dominated by the traditional teacher centered system (MoE, 2003) Teachers take most time in dictating students on topics that students are expected to learn. There is one directional flow of knowledge from teachers to students. It is only teachers who are taken as the only source of knowledge and students are taken as empty vessel to be filled by knowledge from teachers. Though students need to be given enough time to participate, in reality students are very passive in lesson.

This indicates that there is no learner centered teaching learning process. But a model of pouring necessary information into empty vessels Learner- centered teaching places the emphasis on the person who is doing the learning (Weimer, 2002). Most teachers do not like learner centered instruction because it appears to have a student focused, seem to encourage students to be more empowered, and appears to take the teacher out of the critical role (Blumberg, 2004). There is no learner-centered instruction with active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability.

It is also mentioned in MoE (2004) that in majority of classes are expressed by: lack of teaching learning process that provides opportunity for all students to participate in problem solving activities, lack of developing critical thinking and reasoning, lack of effective communication and doing together and very minor hands on, minds on and hearts on activities

Research works show that there is a need to shift teaching learning process with more emphasis being put on students and learning rather than on teachers and teaching (Carter and Nunan, 2001). That seems to be why a number of related works in teaching and learning focus on the need of supporting the learner learn how to learn on their own employing different strategies for different situations depending on the type of activity and the level of difficulty.

To achieve this goal, the proclamation, FDRE (2009:5005) specifies a teaching-learning process, which was more interactive, participatory and learner-centered. For the reforms to become effective, the policy demands it has to be teachers to adopt instructional strategies that reflect a more student-centered than instructor-centered towards their teaching. That was a paradigm shift to move away from knowledge transferring perspectives to facilitating learning whereby students develop knowledge individually and with others rather than just waiting for teachers to provide them with knowledge.

Evidence from the literature also shows that quality learning was largely dependent upon the employment of learner-centered instruction to teaching, which was associated with the constructivist views of teaching (Aypay, 2011:21; Varnava-Marouchou, 2011:127). This instruction to teaching was learner-focused or learning-oriented and gives more attention to what students do in order to learn than what instructors do in order to teach. In this process, students develop a deeper instruction to learning, which was desirable for high-quality learning outcomes (Trigwell, Prosser & Waterhouse, 1999:66).

Therefore, it was believed that there was a need for research that produces empirical evidence on teachers' conceptions of teaching and how these conceptions relate to their classroom practices. Such evidence was thought to be useful to the assumption that guides the study. In line with this, policy reforms may not lead to intended outcomes and may remain empty promises unless teachers' conceptions of teaching are changed or unless the factors that impede teachers' from translating their conceptions into their practices were taken into account (Gow&Kember, 1993:31; Varnava-Marouchou, 2011:128).

Similarly, a number of research works have locally been conducted in line with learner-centered teaching and learning. For instance, Tirualem (2003) conducted research on the practice of learner-centered method and the classroom practices of learner-centered approach respectively.

The study showed that learner-centered method is not sufficiently implemented in upper primary and second cycle primary schools. The findings also suggest that the teachers in the study seem to have some clear and positive views about what was good and bad classroom behavior to promote learner-centered methodology, but in practice, there was a miss-match between what they believed and what they did. However, the trend of student centered teaching learning process, specific activities that teachers and students do in class during instruction, and challenges that teachers and students face during teaching learning in using students' centered method is not known in the study site. Therefore, this study was aimed to assess learner-centered instruction at upper primary schools of Oromia Special Zone to answer the following basic research questions.

1.3 Basic Research Questions

1. To what level do teachers implement learner-centered instruction in their classrooms?
2. What challenges do teachers face in applying students centered teaching learning?
3. What specific activities are students often do during teaching learning processes?
4. What challenges do students face in involving in students centered teaching-learning?

1.4. Objective of the Study

1.4.1 General Objective of the Study

The general objective of this study was to assess the practice of learner-centered classroom instruction in Oromia special zone.

1.4.2. Specific objectives

- To identify the extent of practice of learner-centered instruction in classroom.
- To specify the challenges that teachers face in using student centered instruction.
- To identify the specific activities that students run during classroom instruction.
- To list out the challenges that students face in involving in leaner centered instruction.
- To mention possible solutions that improves practice of learner centered teaching learning process.

1.5 Significance of the Study

The study will provide clear concepts on the practices of learner centered teaching learning process within the context of upper primary schools of the site. The knowledge gained through

describing the practices of learner centered instruction may allow educational stake holders to improve the teaching learning process and students' academic achievement. The study provides clear description on class room practice. Specifically, this study was assumed to provide the following significance:

- It may provide information to Zonal and District educational officials on the current status of the practices of class room instruction.
- Provides relevant and timely information to upper primary school leaders of Oromia special zone concerning challenges that teachers and students face during class room instruction..
- Provides information for stakeholders such as principals, vice principals, supervisors, teachers, PTAs, educational administrators and students about the problem and to work on minimizing the challenges.
- It is hoped that the findings from the study can give some insight to Oromia Education Bureau to provide direction on teacher training.
- Teachers themselves may benefit from the study in that the finding was enabling them to appraise their current teaching instruction. Thus, they can review their roles and the roles of their students in the classroom.
- Curriculum designers can also get some insight from the study to give proper attention to the preparation of materials that would supply for learners-centered instruction /learning tasks.
- The results from the study may imply the need for conducting widespread staff development activities whereby in service teachers may be equipped with the awareness and skills in the application of learner-centered instruction.
- It may serve as a stepping stone for further studies to be conducted on the topic.

1.6. Delimitation of the Study

Depending on Piagetian constructivism theory (Temechegn Engida, 2001) the study was conceptually delimited to assessment of learner-centered instruction by considering learner responsibility & participation, and teacher responsible preparation and facilitation of class room instruction.

On the other hand, to make the study more manageable, the study was geographical delimited to upper primary school found in Oromia especial zone specifically: Gora Harkiso primary school, Tafki primary school, Sandafa primary school, Jima Sinuate primary school, Chanco Aba Gada primary school, Gaba Robi primary school, Abdi Boru primary school and Kura Kamale Primary schools.

1.7 Limitation of the Study

The researcher has tried to make the study to the standard of the level. However, since this research takes place in school setting full of challenging circumstances, it may have some constraints. There were very limited local studies on assessment of learner centered instruction thus making the study being supported by extensive literature review. Secondly, in part of collecting quantitative data, there were students who didn't fill up and react on few open ended items. Despite this, its impact was minimized by crosschecking and triangulating the data from interview during analysis and interpretations.

1.8 Operational Definitions of Terms

Learner-centered instruction: it refers to teaching learning process that provides an opportunity for all students to participate in teaching learning (Temechegn, 2001). It is measured by perceptions of participants on given questionnaire items.

Teacher –centered instruction: it refers to the instruction were teachers take much of the time in presenting the subject matter with no active involvement of students (Brandes and Ginnis, 1986). It is also measured by perceptions of participants on given questionnaire items.

1.9. Organizational of the study.

This research consists of five chapters. Chapter one deal with introduction, statements of the problem, research questions, objective of the study, significance of the study, delimitation of the study, limitation of the study, operation definition of terms and organization of the study. Chapter two focuses on revision of related literature. The third chapter comprises of research design and methodology while the fourth chapter presents data presentation, analysis, and interpretation. The fifth and final chapter is about summary, conclusion and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter deals with a short theoretical and empirical summary of related works of learner-centered instruction method. The chapter presents various concepts in teaching and learning including learning theories and method to teaching and learning. It also discusses the factors that influence the implementation of learner-centered instruction to teaching and the suggestions for reducing these factors. Obviously, the method learning strategy' is a channel or device of learning which is dominant throughout current methodology

It is said that decisions made by teachers in the classroom rest on some forms of learning. In other words, the learning theories that teachers hold serve as the basis for practicing the instruction to apply during the classroom teaching-learning process. A reference to teaching and the instructional practice to such act, therefore, call for some understanding of the concept of learning and the various theories that underlie this very educational construct. Besides, the proper understanding of learning is equally important for the researcher as well as to the teacher. The teacher can be benefited by studying the psychology of learning in a number of ways. He can understand the individual differences in learning among learners and can adapt his teaching according to their requirements by using different teaching practice.

Thus, it would be quite appropriate to discuss in this section of the study some of the theories and definitions about learning as propounded by different authorities in the literature. The other reason for dealing with learning is that both teaching and learning are two sides of a coin when it comes to the actual classroom practice. In fact, the whole purpose of studying or researching teaching/instruction, in the final analysis, is the quest for effective learning outcomes that would ensue because of the act of teaching/instruction.

2.2 Concepts and Theories of Learning

2.2.1 Concepts of Learning

Several writers and educationalists in the field have defined the term learning in many ways. In this section of the study, only some of the conceptions and definitions as well as theories suggested in the literature have been discussed.

According to Agawam (1996:42) learning is “an attempt of the learner to overcome some barriers or to adjust to new situation”. From the above definition, we can see that learning implies some kind of adjustment to new situations on the part of the learner. The learner is expected to be actively involved in the learning process to solve problems in order to adapt to challenging situations. Chauhan (1996:117) also briefed learning as "a relatively enduring change in behavior which is a function of prior behavior". This definition intends to state that learning is a behavioral change as a result of acquired knowledge.

According to Kimble (1961) as cited by Hergenhann and Olsom (1997) learning is viewed as "a relatively permanent change in behavioral potentiality that results from experience and cannot be attributed to temporary body states such as those induced by illness, fatigue or drugs". In both definitions, learning is considered relatively permanent. It is conceived as a desired behavioral change in the learner and such a change is more or less lasting.

2.2. 2 Models of Learning

Another conception of learning is its classification into multiple models of learning. There are several learning models, which are practiced in the classroom. For the purpose of the study at hand, the following models of learning are summarized below depending on Arends (1997:287) model of classifications.

1. The Cognitive Development Model – In such type of learning perspective, learners are viewed to be actively involved in making sense of their experiences.
2. The Inductive-Thinking Model – It depends on the inductive reasoning, which is a process of determining general rules or principles based on information from specific experiences and data
3. The Concept-Attainment Model – is a learning model, which provides a social structure in which students feel free to think and test their ideas.

2.2.3 Theories of Learning

For the proper understanding of the nature of teaching/instruction, which is one of the main purposes of this study, it is necessary to review some of the basic theories of learning. The theories to be given special emphasis here will be those that relate to learner-centered education.

2.2.3.1 Cognitive-field Theories of Learning

According to cognitive theorists, human behavior are regulated and directed by cognitive structure which the individual develops in course of his experiences (Chauhan, 1996: 227). Cognitive psychology is a view of human behavior that focuses on learning as an active mental process of acquiring and regaining knowledge. It is further classified as Gestalt Theory of Kohler, Field theory of Kurt Lewin and E.C Tolman's theory of learning. Also, Jean Piaget forwarded what he called a 'cognitive-development theory' of learning as a branch of cognitive theory. Another branch of this theory is called "Information processing theory" which stated that learning take place as learners actively investigate their environment (Eggen and Kauchak, 1996:4).

2.2.3.2 Constructivism- It is a theory of knowledge and learning founded by Lev Vygotskian.

Arends (1997:285) defines constructivism as " a perspective of teaching and learning in which a learner constructs meaning from experience and interaction with others. During instruction teacher's role is to provide meaningful experience for students and making them share what they know on giving topics.

Piagetian constructivism

A branch of this perspective is Piagetian constructivism termed as psychological constructivism. This theory suggest that students come to the classroom with ideas, beliefs and opinions that need to be transformed or modified by a teacher who facilitates this adjustment by devising tasks and questions that create dilemma for students (Temechegn Engida, 2001:70).

Social constructivism

Another group of the above main perspective is called Social constructivism or Vygotskian constructivism. Its proponents stress that there is a strong relationship between the individual and the socio cultural environment.

As Williams and Burden (1997:8) note, unlike the traditional views of learning which emphasize mere accumulation of predetermined facts and information, cognitive constructivism is guided by the assumption that individuals are actively involved in making sense of their world and experiences.

First, constructivism maintains that learners construct new knowledge drawing upon their previous knowledge structures. This view is in sharp contrast to the traditional assumption that learners are tabula rasa and have very little knowledge to contribute to their own learning. The implication of this is that instructors should take into account learners' previous knowledge when making learning decisions (Mascolo, 2009:6).

Second, constructivism asserts that learners should be encouraged to construct knowledge both individually as well as with others such as peers and instructors. This means that learning is dialogical and involves learners in interaction with others so that they learn how to give and take information from others.

Third, constructivism establishes that learners should share responsibility for their learning in terms of goal setting, self-monitoring, self-assessment and feedback. In other words, they should not entirely be dependent on their instructors for their own educational processes; rather they should be encouraged to assume responsibility for their own learning in terms of planning, managing and monitoring their learning.

Finally, constructivism suggests that learning should be authentic or resemble real-life situations so that it stimulates learners' motivation for learning. This means learning is more motivating when it is purposeful and enables learners to deal with real-life problems.

Despite all these benefits, constructivism remains the espoused theory (ideal) more than the theory-in-use (practical) (Biggs, 1996:348). In other words, constructivism has become a popular theory in education; however, its practical applications are still far from this. This is particularly true in contexts where instructors suffer from teaching large classes, poor administrative support for teaching, centralized curricula, etc. as in Ethiopian context. Nevertheless, if quality-learning outcomes are sought, constructivism seems to be the better choice. This is because students' learning is of a high quality when they actively construct knowledge on their own rather than when knowledge is lectured to them by others.

In general, the theories of Piaget and Vygotsky laid the foundations of constructivism (Aypay, 2011:21), and leading to two perspectives of constructivism: cognitive and social constructivism. In cognitive perspective, learning is taken as knowledge construction and learners as active knowledge constructors in the process of learning.

2.3 Teaching and Instruction

Some educationalists consider teaching and instruction to be synonymous. For instance, Arends (1997) used teaching models or instructional models interchangeably. Others prefer to see the two terms as having different magnitude and different definitions. Some authorities in the field consider instruction as “a subset of teaching while others contend that teaching is one aspect of instruction (Anderson and Burns, 1989:9).

Smith (1968:12) has adapted the definition of teaching from Brubacher (1959) that, it is an arrangement and manipulation of a situation in which there are gaps or obstructions which an individual seeks to overcome and from which he will learn in the course of doing so. Some of the conceptions given in the above definition seem to point out the elements of learner-centeredness. For instance, the need of personal, individual participation on the part of the learner to attain learning is implied here. Anderson and Burns (1989: 8), after reviewing several definitions by different writers have defined teaching as “an interpersonal interactive activity, typically involving verbal communication, which is undertaken for helping one or more students learn or change the ways in which they can or will behave”.

The definitions and conceptions of both teaching and instruction were raised as points of discussion. Different authorities discussed the similarities and differences between the two terms. For the purpose of this study, however, the terms teaching and instruction will be used interchangeably and even as synonymous in all the forthcoming sections.

2.4 Models of Teaching/Instruction

Teaching or instruction models or methods are of varied types. In this section, the meanings and types of some models of teaching/instruction are discussed with more focus on the one that relate to the student-centered learning practice of instruction.

Different educators have defined the term teaching model. According to Armstrong et al. (1978:288), model of teaching is a conceptual framework to guide the instructional practices of teachers. Arends (1997:290) give an elaborate definition of teaching model as “teaching model is an overall approach or plan for instruction; a coherent theoretical framework, an orientation toward what students should learn, and specific teaching procedures and structures”.

Egged and Kauchak (1996) have suggested an approach, which they termed as "Models approach to teaching". The teaching models suggested by these same authors are the inductive model, the concept-attainment model, and the integrative model, the direct instructional model, the lecture discussion model, the inquiry model, the cooperative learning model. Arends (1997) also suggests the following teaching models: the direct instructional model, cooperative learning model, problem based instructional model, discussion model, experimental learning model and discovery-learning model. There are also teaching approaches or methods that relate particularly to student-centered educations. Some of these are the following: problem solving approach, independent work method, discussion method, experimental learning, discovery method (Temechegn Engida, 2001:31)

All the above models of teaching/instruction employ different types of methodological or procedural skills. All of them possess theoretical and philosophical foundations to teaching/instruction as well as to learning. However, for the purpose of this study only a summary discussion of some models and approaches that would lend to the student-centered teaching learning will be dealt with here.

2.4.1 The Inductive model – is a teaching strategy that helps students to develop higher-order and critical thinking abilities while at the same time teaching specific content topics (Eggen and Kauchak, 1996:59). According to these authors, this model places the learner at the center of learning and thus rests on the principle of constructivism. But it also prescribes a critical role of the teacher in setting the time of the activity by encouraging students to make observations and focusing these observations through questioning. Arends (1997:286) defines the inductive teaching as; "an approach to teaching in which the emphasis is on helping students to inquire on their own and to develop such skills as asking questions and drawing conclusions from data".

2.4.2 The concept-attainment model - this model is also closely related to the inductive model. According to this mode classroom environment should be convenient in such a way that students can feel free to take risks without fear of criticism and to think and test their ideas (Arends, 1997:112). The role of the teacher is to create such an environment.

2.4.3 The Integrative model – Like the concept – attainment model, this model is one of the types of inductive model. It views learners as active constructors of their own understanding of the topic they are learning. As with inductive model, the teacher guides students' analysis of the

information. The role of the teacher is guiding students' analyses of the information forwarded to them in an open ended form. The biggest task for the teacher is keeping the goal of the lesson in mind while maintaining the flow of the discussion (Eggen and Kauchak, 1996: 146).

2.4.4 The inquiry model- it is conceptualized as a process for answering questions and solving problems based on facts and observations (Eggen and Kauchak, 1996:239). The social structure of this model is also similar to the above models. The teacher's role is guiding students learning as well as monitoring the questions asked lest the process disintegrates into a guessing game.

2.4.5 The co-operative model- It requires student cooperation and interdependence in its task, goal and reward structure (Arends, 1997). This model as an approach to teaching in which students work in mixed ability groups and are partially awarded by group effort and success, not on individual accomplishment. According to Arends (1997) some of the features of cooperative learning are: students work cooperatively in teams; teams are made up of high, average and low abilities; rewards and punishments are group-oriented than individually oriented; cooperative learning model stems from both social learning and cognitive constructivist perspective of learning; experimental learning provides theoretical support for the cooperative learning model; problem based Instruction (or problem solving approach) which is a most effective approach for teaching higher-level thinking processes, helping students to construct their own knowledge and the social and physical world around them.

Also, this model comprises of the lecture-discussion model with proper application which can be used for bringing about student-centered learning. It can do with the limitations often found in the lecture method by strongly emphasizing learner involvement during the learning process (Eggen and Kauchak, 1996). Bedru Kedir (1998) also argues that if students are made to discuss in small groups inside or outside the classroom, this model or method can result in student-centered learning.

2.4.6 The discovery Learning Model - According to Arends (1997:285), discovery learning is an approach to teaching that encourages students to learn concepts and principles through their own explorations and to solve problems on their own. Bruner (1960) emphasized the merits of discovery learning in fostering mental activity as opposed to the traditional, expository method of teaching.

2.4.7 The Traditional Teaching Methods

The division in education between the traditional and progressive ideas can be traced to as far back as the time of Rousseau. In the traditional approach to teaching and learning, the focus has always been on imparting or transmitting knowledge from the “all-knowing teacher” to the “blank-sheet” mind of the passive learner. All they are expected to do is to obey the teacher and accept what he/she tells them unquestioningly. Wajnryb (1992:119) points out that traditionally, we think of the classroom as the place where the teacher knows and the students 'do not know', and their reason for being there is to find out. But, in the new or progressive view or approach to education, the child is seen as the center of the teaching and learning processes. The teacher and even the materials are there to facilitate the individual's (child's) individualized learning. Entwistle (1988:226) seems to agree to the above notion of education by starting that "the main contrast seems between viewing the purpose of education narrowly as training which leads to professional qualifications; or broadly as a preparation for life, a way of encouragement individuality and self-expression".

Direct Instruction

Among the various methods representing the traditional approach to teaching, the direct instructional model is the most widely practiced. Research in direct instruction shows that students achieve more in classroom in which their teachers actively teach and actively supervise them than in classroom in which teachers leave them alone to work on their own for long periods of time (Temechegn Engida 2001:51). Direct instruction is synonymous to "expository teaching" and "didactic teaching" according to some educators. This type of instruction is also referred to as: active teaching, mastery teaching, explicit instruction, step-by-step instruction, and systematic teaching, etc.

Direct instruction is an active teaching in which each step in the learning process is clearly articulated. Thus, it can be defined as an “explicit instruction with an academic focus led by teachers who interact directly with their students” (Temechegn Engida 2001: 51). For this and other reasons, it is also referred to as "expository teaching" and "didactic teaching".

Indirect Instruction

According to Borich (1988:163), indirect instruction is an approach to teaching and learning in which the process of learning is inquiry, the result is discovery and the learning context is a problem. The above definition can be analyzed as follows. In its instructional strategy, students are set with questions that encourage them to think, and to relate things with their own endeavors and to teach at their own conclusions. The whole process of teaching learning revolves around helping students to solve "a problem". In classroom practice, it does not seek for one best answer, but encourages students to come up with their own varied conclusion, which will eventually lead to student-student or student teacher discussions. Teacher assistance is also minimal in this process. The indirect instruction uses the following teaching functions, which are helpful for providing the behaviors that students are most likely to apply when they become adults. According to Borich (1988:167) some of these are:

Using advance organizers

The first element during indirect instruction is the provision of organizers by the teacher. Arends (1997:284) defines an advance organizer as: "a statement made by teachers before a presentation or before having students read textual materials to be linked to prior knowledge". Such a statement gives "conceptual preview" of what is to come and help prepare the learner to store, label and package the content for retention. Contents for indirect instruction are organized using some of the following methods (Borich, 1988):

The use of Student Ideas

The teacher is expected to incorporate students' prior experiences, feelings, points of view and problems into the lesson by making the students the primary point of reference. Thus, the teacher can encourage students to be able to use examples and references from their experiences. Students can also be asked to seek clarification. Encouraging students' understanding and relating of ideas by relating such ideas to the students' own sphere of interests, concerns and problems is the third classroom technique for utilizing the above main strategy. (Borich, 1988: 180-181).

The use of Questions to guide the search and discovery process

This strategy is useful in that it helps students search for and discover the answer. In contrast, questions during the direct instruction/dialogue are specific and to the point, aimed at eliciting a single right answer. Borich (1988:179) elaborates these two contrasting classroom practices as student self-evaluation can be achieved by providing opportunity for students to reason out their own answers while at the same time there still is a room for other students and the teacher to suggest for necessary alternations or amendments follows.

The point in using question strategies in indirect instruction is not to arrive at the correct answer in the quickest and most efficient manner, but to begin a process whereby not only are successfully more correct answers formed, but also those answer are formed using a process of search and discovery.

Promoting Student Evaluation

Student self-evaluation can be achieved by providing opportunity for students to reason out their own answers while at the same time there still is a room for other students and the teacher to suggest for necessary alternations or amendments

Using Group Discussion

Group discussion is one of the teaching strategies that is ideal for encouraging critical thinking on the part of the learners. It is useful for engaging average and less able students in the learning process. Group discussion can be organized in the form of large groups, small groups or in pairs. During classroom discussions, the teacher is expected to perform a number of "moderating" functions, such as the following

2.4.8 Teacher-centered Teaching practice of instruction

The teacher-centered practice of instruction is one of the traditional approaches to classroom teaching/instruction. It follows direct-instruction model and puts the teacher at the center of the classroom teaching-learning process. It is one variation of didactic teaching styles and is concerned with the transmission of knowledge and skills from the "expert" teacher to the "apprentice" Pupil (Brandes and Ginnis, 1986:2).

Teacher-centered instruction with all its variations does not encourage student participation in the classroom. According to Brandes and Ginnis (1986:27), it rests on the assumption that the learner/student is an "empty vessel" and the role of the teacher is filling that empty vessel with knowledge. The teacher presents academic content in a sequenced and structured fashion. He/she decides on the syllabus, chooses the methods, selects the resources, creates exercises and tasks and decides when, where and how and even why things are to be done.

In such instruction, little consideration is given to students' interests and needs in the teaching-learning process. The interaction pattern in the teacher-centered classroom practice is one in which the teacher speaks and the students listen. The relationship is confined to "listening, perceiving and assimilation; and there is no interaction among the pupils themselves (Cohen, et.al, 1996:150). The same authorities elaborate the above assertion as follows (Cohen, et.al, 1996:151

2.4.8.1 The Lecture Method

One of the methods that are utilized in a teacher-centered methodology is the lecture. It relies heavily on verbal communication and is a well-known and widely used method of imparting knowledge. It is also called a "speech" or a "presentation". Regardless of what it is called, telling is always involved in a lecture method (Devies, 1988: 37). According to Devies (1988) although lectures vary enormously, they normally fall into one of three types: a) Some lectures are Problem-Based, b) Other lectures present a particular point given or an argument, c) The most common type of a lecture involves presenting a body of knowledge.

As a method of instruction, the lecture method has its own advantages. Some of its advantages as listed in Devies (1988) are: a) covers a large amount of material, b) is easy to employ, c) saves time, d) is suitable for almost any group size, e) can be used with both beginning and advanced learners, f) enriches and supplements materials found in textbooks.

2.4.8.2 The Demonstration Method

The demonstration method has certain similarities with the lecture method. Unlike the lecture method, a lot of time is spent showing the learners how something ought to be done. In short, demonstration is a method by which a teacher first explains a concept to be learned orally, and then shows how that activity is practically manipulated (Bedada Morgo, 2002). Aggarwal

(1996:105) states the nature and features of the method as follows: Demonstration implies the presentation of pre-arranged series of events or equipment to a group of students for their observation. This is accompanied by explanatory remarks. This device is most commonly used in science and fine arts. It can also be used in giving information, knowledge and training.

2.4.9 Student-Centered Instruction

Following the shift of focus in education from the traditional to the progressive or open school view, there has been a growing propagation for the learner-centered teaching methodology. Such a shift from didactic, teacher-centered or directive modes of teaching to a more open, more participatory learner-centered rests on humanistic approaches to teaching one direction of which emphasizes "the centrality of the learner than the supremacy of the subject matter or the teacher" (Stevick, 1982: 27). This approach rests on the common belief that education should aim to bring up individuals to develop the capacity to participate in all rounded way in their community. If citizens are to develop such capacity, schools should try to provide for opportunities where students can acquire intrusive ability. All these important qualities of the individual are fostered mainly in a proper teaching learning environment.

Dewey's descriptions of thinking as a form of problem solving were paralleled by an assertion that "education should aim to develop the disciplined or logically trained mind". Pupils should be encouraged to follow through, in full, the implications of their ideas and to apply their conclusions to the mastery of new situations.

2.5. Theoretical supports underlying the Learner-centered Education

The learner-centered or child-centered classroom practice has several theoretical and philosophical underpinnings to support its advantages and viability. For example, psychological constructivism advocates a child-centered approach to teaching learning. Psychological constructivism or Piagetian constructivism bases its support for this approach on the following assumptions (TemechegnEngida, 2001:70).

According to the proponents of Piagetian constructivism students come to the class with beliefs, ideas and opinions that need to be altered or modified by the teacher who facilitates this alteration (TemechegnEngida, 2001:70).

The humanistic approach to learning also underpins the child-centered or student centered education. Carl Rogers as cited in Joyce and Weil (1986:143) believes that positive human relationships enable people to grow, and therefore, instruction should be based on concepts of human relations in contrast to concepts of subject matter or thought processes

2 .6. Principles of student-centered Instruction

Some of the principles upon which the student-centered instruction is based on are summarized below.

i) Learner Responsibility

In a learner-centered classroom instruction, ownership of learning should be given over to learners themselves. Unlike the teacher-centered classroom, the teacher acts as facilitator and a resource person during a learner-centered teaching learning process. Brandes and Ginnis (1986:12) point out that learning is self-initiated, and often involves the process of inquiry and discovery; the learner is also responsible for evaluating the results. In fact, learner responsibility can go to the extent of allowing learner to choose their curriculum. Consultations and negotiations with students should guide the selection of the content to be learned. Nunan (1988:55) contends that ideally, in a learner-centered system, content should be derived through a process of consultation and negotiation with the learner.

ii) Relevance and meaningfulness of the material to be learnt

The more relevant and meaningful the subject matter or material the students learn, the more motivated they can be.

iii) Learner Involvement and participation

In a learner-centered classroom, students are encouraged to articulate their ideas and opinions. As Brandes and Ginnis (1986:13) point out, "the teacher who works with a participatory approach enters dialogue with the students in which their needs are uncovered and stated.

iv).The Teacher becomes a facilitator and resource person.

Unlike the didactic approach to teaching, the learner-centered methodology takes the teacher as a facilitator of the students' learning. Some of the roles of the teacher in such classroom contexts are listed by Byrne (1987) as follows: a teacher is a facilitator, a conductor, and organizer and

monitor, a stimulator, a manager and consultant, etc. Besides, the teacher-learner interaction is built on egalitarian basis.

v) The Learner Experiences resolution in his/her learning

Student-centered learning is resolution meaning that both the affective and cognitive domains flow together. According to Bedru (1988) and Sirak (2000), learner constructs meaning from experience and interaction with others, and the teacher's role is to provide meaningful experience for students.

2.7. Classroom Management Strategies in a Learner-centered instruction

Student centered instruction requires proper class room management. There are some classroom strategies which can support actual learner-centered teaching-learning practice. Brandes and Ginnis (1986) have suggested the following strategies, which can be considered as foundations of learner-centered learning instruction.

1. The circle: Given that the physical layout and arrangement of desks and chairs are suitable for a student-centered instruction, then the circle is ideal for many reasons, according to Brandes and Ginnis (1986:32).
2. The round: This is a second strategy in a student-centered classroom. The idea here is that each student in the circle is given an opportunity to make a statement about the thing or issue being discussed in the group. As Brandes and Ginnis (1986) contend, the aim of the round is to provide a structure within which everyone has a chance to say something, but not forced to do so. All ideas and opinions are valued among the group.
3. Listening skill: This skill is essential for the strategy discussed in number two. Participants in a group work should learn to listen to each other's' views patiently and without harming each other's feelings. Such a skill creates an atmosphere of cooperation, consideration and mutual regard.
4. Brainstorming: It is a strategy, which a teacher employs to quickly draw out or elicit student's ideas and to put them quickly on the chalkboard. Comments are not allowed on the ideas being generated by participant students, and the teacher just let ideas flow. One of the fundamental aims of brainstorming is to promote student positive self-concept.

5. Open discussion: Open discussion in a learner-centered classroom is quite different from that of a teacher-centered one. In a traditional instruction, the teacher asks questions either to the whole class or by calling on certain students to answer. In the progressive (student-centered) model, discussions may originate from students or from disagreements during pair or small group discussions.

6. Ground rules: This is a set of rules which create and sustain friendly and cohesive atmosphere in a learner -centered classroom. It is a binding rule which teachers and students agreed upon through stipulations or through certain classroom experiences, which students and the teacher are expected to observe during the teaching-learning process. The argument is that learner-centered classroom practice is not permissive; but has structure and limits.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Description of the study area

The study was conducted in Oromia Special Zone Surrounding Finfinne. The zone is found in Oromia regional state and because of its geographical location, it served as a bridge for four towns: from South West Shoa Zone with Waliso, from East Shoa Zone with Adama, from North shoa with Fiche and from West Shoa Zone with Ambo. Gora Harkiso primary school is far from Finfine at 28 kilometer, Tafki primary school is far from Finfine at 30 kilometer, Sandafa primary school is far from Finfine at 39 kilometer, Jima Sanbate primary school is far from Finfine at 39 kilometer, Canco Aba Gada primary school is far from Finfine at 42 kilometer, Gaba Robi primary school is far from Finfine at 49 kilometer, Abdi Boru primary school is far from Finfine at 43 kilometer and Kura Kamale elementary school is far from Finfine at 34 kilometer.

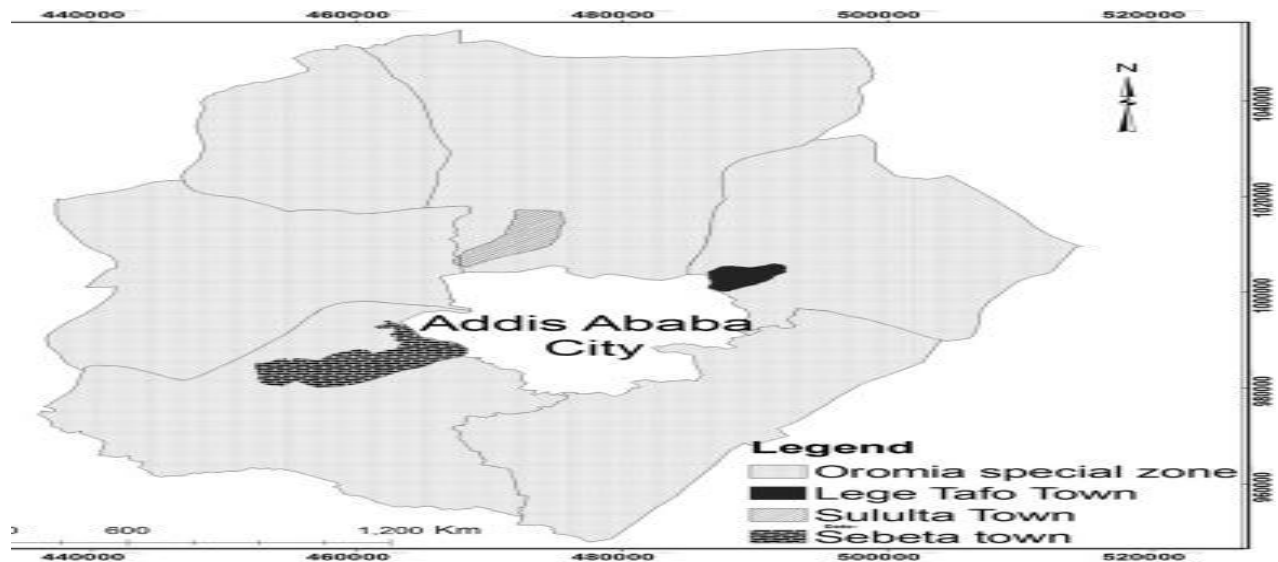


Figure. 1 Map of the special zone surrounding Finfinne (source: Oromia Speial Zone administration)

3.2. Research Design

Research design is the overall plan for collecting data in order to answer the research question and also the specific data analysis techniques or methods that the researcher intends to use (Creswell, 2012). The design employed for this study was descriptive survey. The researcher collected detailed and factual information that describes an existing phenomenon about learner centered instruction. Therefore, the data collected was used to describe the major practices and problems encountered on learner-centered instruction.

3.3 Research method

In order to address the objectives mentioned in chapter one, a quantitative research method was used. The quantitative data was collected on learner-centered. Quantitative method was preferred since it enables the researcher to collect data from vast number of participants. As is stated below in the sample, the number of students and teacher who participated in the study is large and hence not convenient to collect data using qualitative means. On the other hand, quantitative method enabled the researcher to generalize the findings to the special zone level.

3.3 Population of the study

Since the study intends to identify the practices of learner-centered classroom instruction in government primary schools of Oromia special Zone, 8 upper primary schools were included in the study. One hundred twenty teachers and 8111 students of 8 primary schools of grades 7-8 were selected to be target groups of the study.

3.3. Sample Size and Sampling Techniques

The determination of the population and sample schools was based on the 2011 annual statistical report of Oromia Special Zone education office. According to the report, there are 7 District education offices, 199 government second primary schools, 120 teachers and 8111 students in the upper primary schools (grades 7-8) of Oromia Special Zone.

Out of 7 District of Oromia Special Zone, 4 of them were selected by simple random sampling method. These are: Sandafa, Sabata Awaas, Sululta and Mulo District. In these selected Districts; there are 98 second cycle government primary schools. Among these 8 primary schools of them were selected by simple random sampling. From each District two primary schools have been selected by simple random sampling. These primary schools are: Jima Senbete primary school, Sendefa primary school, Gora Harkiso primary school, Tefki primary school, Canco Aba Gega

primary school, Geba Robi primary school, Abdi Boru primary school and Kura Kemele primary school.

In this sampled schools (grades 7-8), there are total populations of 120 teachers. Hence, about 92 teachers were selected by simple random sampling to provide all teachers equal chance to be selected. On the other hand, there were about 8111 students. Among these, 381 of students were included using sample size formula by simple random sampling technique. According to Sugiarto (2003), simple random sampling method is a method used to select the sample of the population in such a way so that every member of the population has an equal chance to be taken as a sample.

To determine the sample size of teachers and students, the researcher also used the Taro Yamane (2016), formula. This formula has been used because it is one of the formulas in determining the sample size in probability sampling technique. Then the sample sizes have been computed as of sample size is preferred to obtain sample number to each select in the population. Sample size the strata would be generated using solving simplified formula (2016).

Where: n is the sample size,

N is population size,

e is acceptable sampling error,

* is 95% confidence level

P is 0.5 assumed

$$n = \frac{N}{1 + N * (e)^2}$$

$$n = \frac{8111}{1 + 8111(0.05)^2}$$

$$n = \frac{8111}{1 + 8111(0.0025)}$$

$$n = \frac{8111}{1 + 20.27}$$

$$n = \frac{8111}{21.27}$$

$$n = 381.33 \approx n = 381$$

The following table indicates the sample teachers and students included in the study.

Table 3.1. The populations and sample

No	Name of elementary school	Students		Teachers	
		Population	Sample	Population	Sample
1	Gora Harkiso	1155	54	16	12
2	Sandafa	910	43	13	10
3	Tafki	865	41	12	9
4	Jima sanbate	1246	59	17	13
5	Canco Aba Gada	1030	48	16	12
6	Gaba Robi	1135	53	17	13
7	Abdi Boru	800	38	14	11
8	Kura Kamale	970	46	15	12
	Total	8111	381	120	92

3.4. Data Collecting Instruments

Quantitative and qualitative data were gathered by using appropriate data collection tools in order to obtain information from respondents. In order to gather adequate and relevance data, the researcher used questionnaires, interview guide, and observation checklist which was developed by the researcher on the basis of related literature and basic questions. The questionnaire was the major data collection tool in the study. Interview was the other data gathering tools which help the researcher to provide in depth information on the issue under investigation.

3.4.1 The Questionnaire

The questionnaires consisting of both closed and open ended questions were designed by the researcher after an intensive review of literature. About 41 closed ended items and 4 open ended items were used in to collect data. Questionnaire was developed and selected because of two major reasons: firstly it makes respondents free and helps to catch respondents viewpoints regarding the issue examined. Secondly, it is helpful to collect a good deal of data from a large number of the schools within a short period of time. A set of questionnaire with 4 and 5-point rating scale was employed to identify the level of practice of learner-centered instruction. The

rating scales used under this category includes: Always = 5, Usually = 4, Sometimes = 3, Rarely = 2, and Never = 1. On the other hand, for basic research question 2 and 4, in order to identify what challenges students and teachers face during class room instruction, 4 scales were used as 4-very great extent, 3-great extent, 2-some extent and 1 for no extent. Thirdly, for basic research question number 3, a 5 scale rating items were used and the ratings were given meaning as 5- always, 4- usually, 3 stands for occasionally, 2 stands for rarely and 1 stands for never. Relevant improvements were made to overcome ambiguities that may pose problems in attempting answers to the items. Clarifications on how respondents able to provide responses from alternatives were added in order to avoid confusions. All the items were prepared in English but that of students were translated to Afan Oromo since students at the level were not expected of understanding the questionnaires.

3.4.2. Interview

Gay and Airasian as cited in Abebe (2016) state that “semi-structured interview gives researchers freedom to direct the interview in a uniform fashion and sometimes allows the interviewees to frame and structure their responses in the way they wish to. Therefore, the researcher conducted the semi-structured interview with 8 teachers in the targeted school to find out some other problematic issues that cannot be accessed through the questionnaire and to cross check the result obtained through questionnaire. Therefore, the contents of the interview would be similar issues about the student centered teaching learning practice. Although the interview items were prepared in English language, during interview, the interviewee used both Amharic and Afan Oromo. During the interview, the researcher took notes and organized the responses.

3.5 Reliability and Validity of Instruments

Reliability is the consistency of scores from an instrument. Crewel (2012) discussed that instruments of data collection are reliable and accurate if an individual's scores are internally consistent across the items on the instrument. The reliability of the items in current research questionnaire was tested by randomly selecting 20 teachers and 30 students of Awash Melka elementary who didn't take part in final study. The data from the response was entered in to SPSS version 20 and tested for inter item reliability. The values range from 0.70-0-0.928 which is an acceptable range.

Table 3.2: Reliability of Items in Questionnaire

S/N	Basic question	N ^o of items	Cronbach's Alpha	Comments
1	Basic question 1	8	0.928	very highly reliable
2	Basic question 2	15	0.704	highly reliable
3	Basic question 3	8	0.724	highly reliable
4	Basic question 4	10	0.857	highly reliable

3.6 Data Collection Procedure

Based on letter of support from Jimma University department of teacher education and curriculum studies written to Special Oromia zone surrounding Finfine education office, the zone wrote letter of support via 4 District education offices from which sample schools were selected. After delivery of the permission letter, the researcher made clarifications on the title of the research, its objectives, and duration of stay in the site on the meeting organized by the principal. Principals were requested to make participants collaborate to fill the questionnaire and make interview. After getting permission from participant, the questionnaire was self-distributed by the researcher. Interview was held with 16 students and 16 teachers from whole school and the researcher took note of the information.

3.7. Method of Data Analysis

The quantitative data were organized on school level and coded in order to enter data in to SPSS version twenty. The data gathered through questionnaire on 41 closed ended items from 350 students out of 365 students and 70 teachers out 76 teachers who properly fill up and give back the questionnaire were analyzed by using descriptive statistic such as frequency and percentage while interview from 16 students and 16 teachers were textually analyzed in order to support the findings from quantitative data.

3.8 Ethical Considerations

In educational research, we usually deal with people and for this, ethical considerations must be given emphases. Therefore, the following ethical issues were taken into consideration in relation to this study. Letter of permission was taken from Jimma University to Oromia Special Zone

Surrounding Finfine education office. Zone education office wrote letter of support to 4 sample District education offices and the District in turn wrote letter to corresponding sample school. The letters of permissions were given to principals and the content and objectives of the research was briefed. The participants' rights to privacy were respected. This means that the names of the participants were not mentioned and any information obtained in connection with this study was remain confidential. Any raw data like recordings and images which clearly show the identity of the participant was kept private to the researcher. Findings and recommendations of the research is availed for District and Zone education office.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This study was intended to assess the practices of learner centered instruction in upper primary schools of Oromia Special Zone Surrounding Finfine. To achieve the target, a questionnaire having 41 items was distributed to 365 students and 76 teachers. From students 350 (95%) and from teachers 70 (92 %) were returned. Twelve semi-structured items were presented for interview held with 16 students and 16 teachers and the data were textually analyzed to support the quantitative findings. The first part of the analysis focused on respondents' general background. The second part of analysis was concerned with the extent of practices of learner centered instruction to answer basic question number one. The third part of analysis is about the challenges that teachers face in implementing learner-centered instruction while the fourth section is about specific activities that students do during instruction. Finally, the challenges that students face in participating in students-centered strategy is presented in fifth section of the analysis.

4.1 Background of Respondents

Table 4. 1: Characteristic of the respondents

No	Variables	Characteristics	Students		Teachers		Total	
			Number	%	Number	%	Number	%
1	Sex	Female	181	51.7	26	37.1	207	49.3
		Male	169	48.3	44	62.9	213	50.7
		Total	350	100	70	100	420	100
3	Grade	7	180	51.4	0	0	180	51.43
		8	170	48.6	0	0	170	48.57
		Total	350	100	0	0	350	100
4	Work experience	6-10	0	0	6	8.6	6	8.57
		11-15	0	0	25	36	25	35.7
		>16	0	0	39	56	39	55.7
		Total	0	0	70	100	70	100
5	Age	13-14	256	73	0	0	256	61
		15-18	94	27	0	0	94	22.4
		19-24	0	0	4	6	4	0.95
		25-40	0	0	66	94	66	15.7
		>40	0	0	0	0	0	0
		Total	350	100	70	100	420	100

Based on table 1, concerning sex of participants of the study, 181 (51 %) of students and 26 (37 %) of teachers were female while 169 (48.3 %) of students and 44 (62.9 %) of teachers were male; more generally 207 (49.3 %), and 213 (51.7 %) were female and male respectively. This implies that the number of female students in the sample was relatively higher than that of male while that of teacher has more male respondents than female.

The most of the sample respondents of student 256 (73 %) were found within the age category of 14-16 years and this indicate that most of the students are in the proper age of upper elementary school. On the other hand most of the respondents of teachers 66 (94%) were found in the age category of 25-40 probably indicating that most of the teachers are in the proper age to manage their task with responsibility. Regarding experience most of the teachers (39) fall in the range of more than 16 indicating that the teachers have proper experience in relation to teaching profession to plan and implement learner centered instruction.

4.2 Extent of teachers’ practice of learner centered instruction

The main purpose of this tool was to generate information from the teachers with regard to their classroom practices as well as their orientation about learner- centered instruction and the way they practice it.

Table 4.2: Teaching learning practice

N o	Teaching learning practice	Rating Scales										M	SD
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		
1	I do a variety of activities that make learner-centered	13	18.6	25	35.7	16	23	7	10	9	12.9	2.7	1.1
2	I plan to use a variety of instructional strategies	15	21.4	23	32.9	18	26	5	7.14	9	12.9	2.8	1.2
3	I can easily use a variety of instructional strategies.	22	31	19	27.1	15	21	7	10	7	10	2.6	1.2
4	I assess students learning progress	10	14.3	22	31.4	13	23	9	10	9	10	2.5	1.1
5	I use a variety of texts	19	27.1	19	27.1	16	23	7	10	9	13	2.8	1.2
6	I motivate learners to participate	13	18.6	25	35.7	15	23	8	10	11	12.9	2.8	1.2
7	I explicitly explain a variety of learning strategies and how to use	10	14.3	22	31.4	16	23	12	17.1	12	14.3	2.9	1.2
8	I examine the activities given in the text book in advance to see learning	20	28.6	18	25.7	22	31	9	12.9	1	1.43	2.7	1.0

Key: Always = 5, Usually = 4, Sometimes = 3, Rarely = 2, and Never = 1

Teachers were requested to rate the level of learner centered instruction. According to table 4.2 above, regarding carrying out variety of activities that characterize the instruction to be learner-centered, 13 (18.6 %), 25(35.7 %), 16 (23 %) and 7 (10 %) respondents reported always, usually, sometimes, and rarely respectively with a mean value of two point seven. On whether the teachers plan to apply different strategies to meet the differing needs in classrooms, 15 (21.4 %) of teachers reported that they plan always while 23(29 %) reported they plan usually. The rest, meaning 18 (26 %), 5 (7.14 %) and 9 (12.9 %) said sometimes. Concerning using a variety of instructional strategies to meet the needs of students, respondents stated that 22 (31 %), 19 (27 %), 15 (21 %), 7 (10 %) and 7 (10 %) confirmed that respondents says always, usually sometimes, rarely and never respectively with mean value two point eight.

Teachers were also asked whether they assess students learning progress by examining what they do while learning, 10 (14.3 %), 22 (31.4 %), 16 (23 %), 9 (11%) and 9 (11%) participants reported always, usually, sometimes, and rarely respectively. The use of texts to help students to practice learner- centered classroom instruction, 19 (27.1 %), 19 (27 %), 16 (23 %), 7(10 %), 9 (12.9 %) participants reported always, usually, sometimes, and rarely with a mean value and standard deviation 2.8 and 1.15 respectively.

Concerning the extent of teachers in motivating learners to participate in group and pair work to complete tasks, to build confidence and to give and receive feedback while learning, 13 (18.6 %), 25 (35.7 %), 15 (23%), 8 (10 %) and 9(12.9 %) participants reported always, usually, sometimes, and rarely respectively. The level of teachers in examining the activities given in the text book in advance to see what type of learning strategy they allow to practice; 26 (28.6 %), 18 (25.7 %), 22 (31 %) and 9(12.9 %) reported by always, usually, sometimes, and rarely respectively.

Generally, according to the data presented in the table 4.2 above, the different activities teachers carry out in the classroom, frequency of assessing students learning progress, examining what students do the while learning, examining the activities given in the textbook in advance to see what type of learning strategy they allow to practice, and explicitly explaining a variety of learning strategies and how to use them for different purposes was found to be below average.

Table 4.3: Challenges that teachers face in implementing learner centered instruction

No	To what extent the following factors affect your instruction?	4		3		2		1		Average	
		F	%	F	%	F	%	F	%	M	Std
1	Students language proficiency	24	34	15	21.4	19	27	12	17.1	2.5	1.11
2	Large number of students	15	21	25	35.7	13	18	9	12.9	1.4	2.2
3	Inter-personal relation among students	18	26	21	30	21	30	10	14.3	1.50	4.35
4	Anxiety of students	12	17	13	18.6	20	28	25	35	1.3	3.19
5	Domination of active learners	15	21	30	42.9	14	20	11	15	2.5	1.11
6	Shyness of students	12	17	24	34.3	13	18	18	25	1.4	2.2
7	Lack of textbook	8	11	11	15.7	10	14	35	50	4.5	2.35
8	Nature of seats (not easily movable)	13	19	16	22.9	14	20	18	25	1.32	3.19
9	Mother tongue interference	12	17	19	27.1	17	24	10	14	1.5	2.11
10	Insufficient time for group work	13	19	16	22.9	14	20	18	25	4.4	2.2
11	Absence of group-work focused tasks in the text book	14	20	51	72.9	3	4	2	2.8	1.5	1.5
12	Teacher's motivation	12	17	17	24.9	30	42	11	15.7	1.3	2.19
13	Lack of clear instruction and explanation about the activity	12	17	14	21.1	15	21	29	41.4	1.54	1.11
14	Lack of conducive school environment	31	44	15	21.4	13	18	11	15.7	1.48	2.26
15	Absence of /poor feedback	15	21	17	24.3	21	30	17	24.3	1.5	2.35

Key: M = mean, STD = standard deviation

Teachers were also requested to rate the challenges that face teachers in applying learner centered instruction. In relation to this, regarding students language proficiency 24 (34 %), 15(21.4 %), 19 (27 %) and 12(17.1%) reported were very great extent, great extent, some extent and no extent respectively and that mean and standard deviation 2.54 and 1.11 in order. Regarding number of students 15 (21 %), 25 (35.7 %), 13(18%) and, 9(12.9 %) reported were very great extent, great extent, some extent and no extent respectively and that the mean and standard deviation were 1.48 and 2.26 in order. The inter-personal relation among students, 18 (26 %), 21(30%), 21(30%) and 10(14.3 %) reported were very great extent, great extent, some extent and no extent respectively. On the other hand, the anxiety of students 12 (17 %), 13(18.6 % and 20 (28 %) reported were very great extent, great extent, some extent and no extent respectively that mean and standard deviation 1.32 and 3.19 in order.

The domination of active learners, 15(21 %), 30 (42 %), 14 (20 %) and 11(15 %) reported to be very great extent, great extent, some extent and no extent respectively; the Shyness of students were 12 (17 %), 24 (34 %), 13 (18 %) and 18 (16 %) reported were very great extent, great extent, some extent and no extent respectively with mean and standard deviation 1.48 and 2.26 in order; lack of textbook were 8 (11 %), 11(15.7 %), 10 (14 %) and, 35 (50 %) respondents reported very great extent, great extent, some extent and no extent prospectively. According to the respondents, the nature of seats (not easily movable) 13 (19 %), 16 (22.9 %), 14 (20 %) and 18 (25 %) respondents reported very great extent, great extent, some extent and no extent prospectively with mean and standard deviation of 1.32 and three point one.

Regarding the mother tongue interference, 12 (17 %) and 119 (27 %) respondents reported very great extent and great extent while 17 (24 %) and 10(14 %) is some extent and no extent respectively with mean and standard deviation of one point five. The insufficiency of time for group work activities and presentation were as 13 (19 %), 16 (22.9 %), 14 (20%) and 18 (25 %) respondents reported very great extent, great extent, some extent and no extent prospectively with mean of four point eight. On whether teacher's motivation affects learner centered instruction, 12 (17 %) and 17 (24.9 %) respondents reported very great extent and great extent while 30(42 %) and, 11(15.7 %) were reacted to some extent and no Extent respectively. On the lack of clear instruction 12 (17 %), 14 (21 %), 15 (21 %) and 29 (41 %) were found to be very great extent, great extent, some extent and no extent respectively. In part of lack of conducive school environment, 31(44 %), 15 (21.4), 13(18%) and 11(15.7) respondents reported very great extent, great extent, some extent and no extent respectively mean and standard deviation 1.48 and 2.26 in order.

From interview of teachers the respondents reacted that learner centered instruction is not practiced to the expected level. One of the interviewee reacted according to the following:

“... learner centered instruction is not practiced well. Lack of reference material, teachers, students, parents, and professional less cooperation, inappropriate text book, lack of training from teachers on learner centered instruction are among the challenges...” .

Generally, to the data presented the factors that affect the implementation of the learner-centered instruction. The results indicated that large class size, lack of text book, nature of seats, in sufficient time for group work activities, and presentation, lack of conducive school environment, students language proficiency inter-personal relation among students, lack of

teacher's motivation, lack of clear instruction and explanation about the activity, domination of active learners, mother tongue interference, absence of group work focused tasks in the textbook, absence of poor feedback, shyness of students, and anxiety of students were found to be significant challenging factors.

4.4 Major Activities that Student do During Instruction.

Table 4.4: Descriptive analysis of major activities that students do during Instruction

No	What students often do practice during teaching learning process?	Likert Scales										Average	
		5		4		3		2		1		M	Std
		N	%	N	%	N	%	N	%	N	%		
1	I plan and arrange my learning based on the tasks and activities	45	12	86	86	80	21	71	19	24	6	1.54	2.11
2	I try to associate new lesson with the lesson I have already learnt	55	20	88	88	78	20.7	50	13	35	9	2.48	1.26
3	I evaluate errors that I make while I am trying to practice	25	7	6	6	59	15	16	43	94	25	2.50	1.35
4	I ask my peers or teachers what I have not understood.	91	24	54	54	74	28	75	11	29	8	3.32	2.19
5	I try to reduce my anxiety by reminding myself that I am in	107	27	57	57	75	20	53	14	29	8	2.45	1.25
6	I motivate myself and make the learning process comfortable	32	9	62	62	67	17	90	24	68	18	2.61	1.29
7	I interact with my peers and teachers to facilitate my own	85	22	78	78	50	19.9	76	13	22	5.8	3.70	2.14
8	I observe my own mistakes and improve on	47	12	10	10	83	21.8	50	38	55	14.4	2.50	1.41

Key: M= Men, SD = standard Deviation, Strongly disagree = 1, Disagree = 4, Moderately agree = 3, Agree = 4, Strongly agree = 5

Students were asked to rate what activities they do during instruction. With regard to this, On whether the students plan and arrange their learning based on the tasks and activities at hand, 45 (12 %), 130 (88 %), 80 (21 %) and 71(19 %) respondents reported strongly disagree, disagree, moderately agree and agree respectively with mean of 1.54 and standard deviation of 2.11. In associating new lesson with the lesson already learnt, 55 (20.3 %), 163 (31.3 %), 78 (20.7 %) and 50 (13 %) respondents reported strongly disagree, disagree, moderately agree and agree respectively with mean and standard deviation of 2.48, and one point one.

Evaluating errors during trying to practice given tasks, 25 (7%), 40 (10%), 59 (15 %) and 163 (43 %) respondents reported strongly disagree, disagree, moderately agree and agree respectively. Asking peers or teachers unclear point; 91(24 %), 112 (29 %), 74 (28 %) and 75 (11 %) respondents reported strongly disagree, disagree, moderately agree with mean and standard deviation of 3.32, and 2.19, respectively; whether students reduce anxiety by reminding self progress were 107 (27 %), 117 (31 %), 75 (20 %) and 53 (14 %) respondents reported strongly disagree, disagree, moderately agree and agree with 3.32 and standard deviation of 1.25 respectively.

More generally, the analysis indicate that the level of asking classmates and the teacher on things which are not clear followed by planning and arranging learning and evaluating errors that they make while they are try to practice the given tasks were found to be above average. On the other hand, practicing during teaching learning process, observing their own mistakes and improving their learning process, motivating themselves to be comfortable in learning process were found to be below average.

4.5 The challenges that students face during learning

Table 4.5 below indicates the challenges that students face during teaching learning process. The responses range from very great extent to no extent.

Table 4.5: Challenges that Students Iace during Instruction

No	To what extent do the following factors challenge your learning?	Rating Scales										M	SD
		5		4		3		2		1			
		F	%	F	%	F	%	F	%	F	%		
1	Teachers' and leaders' comments, suggestions and	78	20	132	31	55	20	50	13	35	9	2.95	1.32
2	Teacher's less concern for	94	24	9	10	59	15	16	42	25	7	2.95	0.61
3	Negative relationship with	91	23	81	29	74	28	75	19	29	8	3.37	1.1
4	Lack of family support	90	23	93	32	67	17	32	8	68	18	3.3	0.67
5	Diverse needs of active, medium and slow learners in	50	13	117	38	85	22	76	19	22	5	3.28	1.1
6	Lack of coordination and cooperation among teachers and	46	12	117	12	83	21	50	13	55	14	3.59	0.65
7	The poor relationships between students and teachers	73	19	16	13	89	23	98	25	70	18	2.78	1.63
8	There is lack of motivation by teachers to encourage students.	65	17	20	45	72	18	36	9	34	8	4.82	1.5
9	Absenteeism from class	22	5	143	38	85	22	76	19	50	19	3.9	1.65
10	Shortage of text books	83	21	24	144	46	131	50	13	47	12	2.36	0.5

Key: 5 = Very great Extent, 4 = Great Extent, 3 = Some Extent, 2 = low Extent, 1= no Extent

Students were also requested to rate to what extent they face challenges during instruction to involve actively in learner - centered instruction. In relation to this, regarding the teachers' and leaders' comments, suggestions and opinions for learner centered instruction; 78 (20.7 %), 132 (31.3 %), 55 (20.3 %), 50 (13 %) and 35 (9 %) respondents reported very great extent, great extent, some extent, low extent and no extent respectively. Concerning teachers' less concern for students; 94 (25 %), 9 (10), 59 (15 %), 163(43 %) and 25 (7 %) respondents reported very great extent, great extent, some extent, low extent and no extent. The lack of interest and negative relationship between teachers and students, 91 (24%) and 81 (29 %) respondents reported as very great extent, great extent and 74 (28 %), 75(11 %) and 29 (8 %), some extent, low extent and no extent. According to this table, most to the respondents are says great extent indicating that lack of interest and negative relationship between and teachers is the major challenge.

In relation to lack of family support; 90 (24 %), 93 (32 %), 67 (17 %), 32 (9 %) and 68 (18 %) respondents were reported to very great extent, great extent, some extent, low extent and no extent respectively. From the diverse needs of active, medium and slow learners in classroom activities 90 (24 %) ,124 (23 %), 32 (67 %), 32 (9 %) and 68 (18 %) respondents were reported very great extent, great extent, some extent, low extent and no extent respectively. Concerning to the absenteeism from class were; 22 (5.8 %), 117 (38.9 %), 85 (22.3 %) 76 (13.1 %) and 50 (19 %) respondents were reported very great extent, great extent, some extent, low extent and no extent respectively; the shortage of text book; 83 (21.8 %), 55 (14.4 %), 46 (13.1 %),50 (38.3 %) and 47 (12.3 %) respondents were reported very great extent, great extent, some extent, low extent and no extent respectively.

On the other hand from interview made to substantiate the quantitative data, students also stated that learner centered instruction is not practiced. The following is an interview transcript from one of the interviewee. "...learner- centered teaching learning process is not common in our classes. The instructional materials of teaching learning process is not fulfilled, students are not given enough time...".

To sum up, the above quantitative data informs that the major challenges students face during instruction in actively participating in learner-centered instruction includes lack of family support, absenteeism from class, teachers' less concern for students, there is lack of motivation by teachers to encourage students, a diverse learning needs of students and shortage of text books. On the other hand, the poor relationships between students and teachers, lack of coordination and cooperation among teachers and learners, lack of interest and negative relationship between students and teachers, and teachers' and leaders' comments, suggestions and opinions for learner centered instruction were the least challenging circumstance in applying learner centered instruction.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the major findings of the study and draws conclusion on the basis of the findings. At the end, recommendations that are thought to be helpful to address the problems are forwarded.

5.1 SUMMARY

The main objective of this study was to assess the practice of learner-centered classroom instruction in Oromia special zone surrounding Finfine. Specifically, this study was aimed to identify the extent of practice of learner-centered instruction in classroom, to specify the challenges that teachers face in using student centered instruction to identify the specific activities that students run during classroom instruction to list out the challenges that students face in involving in learner centered instruction to mention possible solutions that improves practice of learner centered teaching learning process and to achieve the objectives, the study tried to investigate answer to the following basic research questions:

- To what level do teachers implement learner-centered instruction in their classrooms?
- What challenges do teachers face in applying learner- centered teaching learning?
- What specific activities are students often do during teaching learning processes?
- What challenges do students face in involving in students centered teaching-learning?

To approach the problem, a quantitative method with descriptive survey design was used. The study was conducted in 8 randomly selected supper primary schools of Oromia Special Zone Surrounding Finfine. To achieve the target, a self developed questionnaire having 41 items were self- distributed to 365 students and 76 teachers from which 350 (95 %) of students and 70 (92 %) were returned for analysis. From a total of 41 items, 8 items were concerned with basic research question 1, 15 items were concerned with basic research question 2, 8 items for basic question 3 and finally 10 items were concerned for basic question four . The descriptive statistics such as frequency, percentage, mean and standard deviation were used to compute the findings.

Major Findings of the Study

1. The study investigated the level of practices of learner centered instruction in Oromia special zone surrounding Finfine. The findings indicates that doing a variety of activities that make learner-centered instruction (M = 2.7), planning to use a variety of instructional strategies (M = 2.8), being able to easily use a variety of instructional strategies (M = 2.6) , assessing students learning progress (M = 2.5), using a variety of texts (M = 2.8), motivating learners to participate (M = 2.8), explicitly explaining a variety of learning strategies (M = 2.8) and examining the activities given in the text book in advance to see learning (M = 2.7) all are below average. The findings from interview support the quantitative findings.
2. For basic research question number 2; to assess the challenges that teachers face in implementing learner centered instruction. The findings indicates that students language proficiency (M = 2.5), large class size (M = 1.4), inter-personal relation among students (M = 1.5), anxiety of students (1.3), domination of active learners (2.5), shyness of students (M = 1.4), lack of textbook (M = 4.5), nature of seats (M= 1.3), mother tongue interference (M= 1.5), insufficient time for group work (M= 4.4), absence of group-work focused tasks in the text book (M= 1.5), teacher's motivation (M = 1.3), lack of clear instruction and explanation about the activity (M = 1.5), lack of conducive school environment (M = 1.48, and absence of /poor feedback (M = 1.5).
3. The activities that students do during instruction were also assessed. In relation to this planning and arranging learning based on the tasks and activities at hand (M = 1.54), trying to associate new lesson with the lesson already learnt (M = 2.48), evaluating errors made while trying to practice new ideas (M = 2.50), asking peers or teachers to understood unclear points (M = 3.3), I trying to reduce anxiety by reminding self level(M = 2.45), motivating self and making the learning process comfortable (M = 2.61), interacting with peers and teachers to facilitate own lesson(M = 3.7), and observing own mistakes and improving (M = 2.5).
4. Concerning the challenges that students face during instruction in participating in learner-centered instruction; teachers' and leaders' comments, suggestions and opinions for learner

centered instruction (M = 3.48), teacher's less concern for students (M = 2.95), negative relationship with teachers (M = 3.37), lack of family support (M = 3.32), diverse needs of active, medium and slow learners in classroom activities (M = 3.3), lack of coordination and cooperation among teachers and learners (M = 3.28), the poor relationships between students and teachers (M = 3.59), lack of motivation by teachers to encourage students (M = 2.78), frequent absenteeism from class (M = 4.82) and shortage of text books (2.36). Qualitative finding from interview supports the quantitative part.

5.2 CONCLUSION

It is clear that educational access, equity, quality and efficiency are major indicators of education. For educational quality to be assured the process of teaching learning is crucial among which class room instruction has lion's role. Learner centered instruction plays significant role for improvement in improvement of both quality and internal efficiency. The educational philosophy and Ethiopian education policy gives the direction that the teaching learning should be learner centered. The current study therefore explored the trend of learner-centered instruction in Oromia special zone surrounding Finfine. Depending on the finding of the study to the four basic research questions under investigation, the following conclusions were drawn.

1. It was found out that teachers do not properly plan to use learner-centered instruction, do not involve in activities that support learner-centered instruction, do not easily use a variety of instructional strategies do not assess students learning progress to re plan learning strategy, do not motivate learners to participate, do not properly examine activities given in the text book in advance to see students learning. It is concluded from this that, the level of practice of learner centered instruction is below average. This implies that the teaching learning process is teacher centered than learner-centered.
2. The study also assessed the challenges that teachers face in implementing learner centered instruction. It is found out that in Oromia special zone surrounding Finfine, large class size, students becoming anxious to freely involve in activities of students, shyness of students, nature of seats, insufficient time for group work, absence of group-work focused tasks in the text book, teacher's less motivation, lack of clear instruction and explanation about the activity, and absence of /poor feedback from teachers are the major challenges that hinder application of learner-centered instruction. From this finding, it is possible to conclude that there are schools and teacher related factors that challenge implementations of learner centered instruction. This may imply that if schools overcome such challenges, it is possible to implement learner centered instruction.

3. The study also investigated the activities that students do during instruction. The findings indicate that in Oromia special zone surrounding Finfine, the level of trying to associate new lesson with the lesson already learnt, evaluating errors made while trying to practice new ideas, asking peers or teachers to understand unclear points, trying to reduce anxiety by reminding self level to participate in activities, motivating self and making the learning process comfortable, interacting with peers and teachers to facilitate own lesson and observing own mistakes and improving own understanding was below average. From this findings, it is concluded that students are not participating in learner-centered instruction to the required level. This implies that, though learner-centered instruction is required for better students learning, students are not well aware of its significance.

4. As stated above it is found out that students are not actively involving teaching learning process in Oromia special zone surrounding Finfine. The challenges that limits its implementations in part of students were also assessed and the findings indicated that low level of teachers' and leaders' comments, suggestions and opinions for learner centered instruction, teacher's less concern for students, negative relationship with teachers, lack of family support, diverse needs of active, medium and slow learners in classroom activities, lack of coordination and cooperation among teachers and learners, poor relationships between students and teachers, lack of motivation by teachers to encourage students, frequent absenteeism from class, and shortage of text books are the major challenges. This implies that learner-centered instruction is not applied because of those challenges in part of students.

5.3. RECOMMENDATIONS

It is obvious that, what so ever resources are fulfilled, what excellent education policy implemented with equivalent educationally fit man power, schools cannot bring robust change and achieve the national mission without giving concern for students way of learning. Though minor disparities were indicated in the implementation of learner-centered instruction, it was indicated in previous part of the current study that, it is much below average in Upper primary schools of Oromia Special zone surrounding Finfine. Therefore, considering the findings of this study, the researcher recommended the following.

1. Principals: School principals need to assess the level of implementations of learner-centered instruction. In the study site, the findings indicate that the status of implementations were remarkably low. Therefore, to improve its practice school principals should measure the status to which teachers implement learner-centered instruction.
2. Teachers: It is known that teachers are the biggest actor in school activities. Therefore, teachers should commit themselves to fully use the knowledge and skill they acquired during college and universities to implement learner-centered instruction. They also should plan, impliment and assess learner –centered instruction to promote students learning. Also, since professional development is crucial for teachers without debate, in order to improve their teaching skill, teachers should also participate in professional development activities. Professional conferences, seminars and workshops need to be organized to familiarize school personnel, supervisors and other concerned bodies including teachers about the importance and practicality of learner-centered class room instruction.
3. School boards and parent teacher association should also work in cooperation with , school community, parents and NGOs to increases school facilities.
4. Town administration and special zone education offices should improve facilities such as class room availability, and access to text book by collaboratively working with stake holders. They also need to provide training for teachers to improve teachers skills in implementing learner-centered instruction. Due considerations should also be given for seating arrangements in the classrooms to cater for learner-centered and more

participatory teaching learning processes. Classrooms should also need to be equipped with portable desks that favor group and individual activities.

5. Oromia education bureau should also need to revise materials such as student textbooks, teachers' guides and the syllabus to promote learner-centered instruction.
6. This research is only an initial explorative work; the writer would like to suggest that future research should be undertaken with regard to whether and how the learner-centered class room instruction is being implemented in different school contexts of Ethiopia.

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APPENDIX A: QUESTIONNAIRE FOR TEACHERS

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUDIES

Part I: Items on teachers practice in relation to learner -centered instruction.

Please rate the practice from Always to Never and mark (x) corresponding to the number which most closely represents your choice.

Key: SDA- Strongly disagree DA- Dis agree, MA-Moderately agree ,A- Agree ,SA-Strongly agree

No	Teaching learning practice	Rating				
		5	4	3	2	1
1	I do a variety of activities that make my teaching learner-centered					
2	I plan to use a variety of instructional strategies to meet the needs of students.					
3	I can easily use a variety of instructional strategies.					
4	I assess students learning progress by examining what they do while learning.					
5	I use a variety of texts (resources) to help students practice learner centered instruction.					
6	I motivate learners to participate in group and pair work to complete tasks, to build confidence and to give and receive feedback.					
7	I explicitly explain a variety of learning strategies and how to use them for different purposes.					
8	I examine the activities given in the text book in advance to see what type of learning strategy they allow us to practice.					

Part II: challenges that teachers face in implementing learner-centered instruction

Please put “X” mark in the box that shows your choice below.

Key: 4. Very great Extent 3. Great Extent 2. Some Extent 1. No Extent

	Items	4	3	2	1
No	To what extent the following factors affect not to make your instruction				
1	students language proficiency				
2	large number of students				
3	Inter-personal relation among students				
4	Anxiety of students				
5	Domination of active learners				
6	Shyness of students				
7	Lack of textbook				
8	Nature of seats (not easily movable)				
9	Mother tongue interference				
10	Insufficient time for group work activities and presentation				
11	Absence of group-work focused tasks in the text book				
12	Teacher’s motivation				
13	Lack of clear instruction and explanation about the activity				
14	Lack of conducive school environment				
15	Absence of /poor feedback				

Appendix B: INTERVIEW FOR TEACHERS

Personal information

1. School-----
2. Sex_____
3. Teaching experience_____ Educational qualification_____

Body of the interview

1. Have you ever taken any short term in-service training on learner-centered instruction?
2. How often do you use group work as a teaching technique in your classes? Why?
3. How do you usually group students? (Friend ship, chance, according to their ability or age)? Why?
4. What challenges do you think teachers and students often face during teaching and learning process in learner centered instruction?
5. What type of roles do you play during group work activity?
6. From your experience, what kind of problems do you face when you teach in facilitating group work?

APPENDIX C: QUESTIONNAIRE FOR STUDENTS

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM STUD

Part III. Items related to students activity during teaching learning process

The following statements are designed to gather information about what students often practice during learner-centered instruction.

Therefore, please rate each from Always to Never by mark (x) corresponding to the number which most closely represents your choice.

Key: Always = 5, Usually = 4, Sometimes = 3, Rarely = 2, and Never = 1

No	What students do often practice during teaching learning process?	Rating			
		4	3	2	1
1	I plan and arrange my learning based on the tasks and activities at hand.				
2	I try to associate new lesson with the lesson I have already learnt				
3	I evaluate errors that I make while I am trying to practice given tasks.				
4	I ask my peers or teachers what I have not understood.				
5	I try to reduce my anxiety by reminding myself that I am in progress.				
6	I motivate myself and make the learning process comfortable				
7	I interact with my peers and teachers to facilitate my own learning.				
8	I observe my own mistakes and improve on that or schedule in my learning				

Part IV: Challenges that student face during instruction

Please put “X” mark in the box that shows your choice.

Key: 5 =Very great Extent, 4= Great Extent, 3 = Some Extent, 2 = Low extent, 1= No Extent

No	To what extent do the following factors affect your learning?	Rating Scales				
		5	4	3	2	1
1	Teachers’ and leaders’ comments, suggestions and opinions for learner					
2	Teacher’s less concern for students.					
3	Lack of interest and negative relationship between and teachers.					
4	Lack of family support					
5	Diverse needs of active ,medium and slow learners in classroom activities					
6	There is lack of coordination and cooperation among/ between teachers and					
7	The poor relationships between students and teachers					
8	There is lack of motivation by teachers to encourage students.					
9	Absenteeism from class					
10	Shortage of textbooks.					

Appendix D: Interview for Students

Personal information

Sex _____ Grade _____ Section _____

Body of the interview

1. Do you think that learner centered instruction has advantages in learning any subject?
Why/Why not?
2. How often do you, as students, use learner centered instruction as a learning technique?
3. What kind of grouping do you prefer in group learning?
4. Are you interested in learning in group?
5. Are there sufficient text books for the students in the school?